

Levels of Proficiency

Training programs depend on the capacity for Diplomates to fill roles that are unique and different in the relationship between faculty members. These roles are defined based on the specific function that is played within the faculty and particularly in relation to students. All these roles are for Diplomates with various levels of experience post graduation. These proficiencies outline the specifics within the guideline that a Faculty is based on 3 Diplomates with independence in managing the curriculum development, teaching, training & skill development and also the examination/evaluation of skills. All of these aspects of training are based on the outcome of graduates being effective therapists using process work across the various contexts.

FACULTY MEMBER/TEACHER

Faculty members provide the basis of teaching the programs curriculum. Experience as an educator is important to be knowledgeable of teaching styles and optimal learning outcomes for students.

- Due to the curriculum being based on process work psychotherapy skills and group facilitation, therapy experience of at least two year post graduation (min of 250 hours under supervision) and group facilitation experience
- Mentoring in the initial stages and the support of co-teaching with other faculty
- Understanding of rank and power issues within Faculty, and develop relationship skills involving support, care, conflict resolution, communication and feedback
- Understanding and using student feedback to make changes in teaching skills

STUDY COMMITTEE MEMBER

Study Committees are used as a supportive small group of faculty member who will play a role throughout the student's journey.

- Role is to provide mentorship and faculty support
- Help focus student on important elements of their studies
- Support in areas of difficulty and suggest strategies to succeed

TRAINING THERAPIST

This role is unique within the faculty as this Diplomat is the personal therapist for the student in their fulfilling the prerequisite hours.

- provide quality therapy
- ensure ethical and duty of care responsibilities for the student

- ensure no dual roles (therapist and supervisor/study committee member at the same time)
- ensure confidentiality for a student
- exclude yourself from staff discussion of the student unless exceptional circumstance and with informed consent of the student
- the therapist is to have regular and ongoing supervision (with greater frequency when new to the role)
- awareness of procedures that may impact the student to ensure consistent understanding of training policy and practice

SUPERVISOR – in progress

The supervisor provides an essential role in developing therapy skills of the student through in their client casework and understanding.

Prerequisites

- 2-5 years after graduation + experience (= ? number of hours with clients under supervision)
- faculty training & supervision training (for ex., 1 year diploma in supervision includes ethics, different models of supervision, different styles & modalities, working with a supervisee over a year)

Supervisor role entails:

- The supervisor is a role model for therapy skills
- Under their own supervision
- Encourages the inner supervisor role within the student
- Working with inner conflicts that appear in the learning process
- Understand and respect the student learning style
- Give feedback on precise skills and knowledge needed
- Help student become aware of blind spots and edges.
- Needs relationship skills and awareness of use of rank to work on relationship issues with supervisee that arise in supervision
- Attitude of being a continuous learner also.
- Preparing the student for exams – minimum standards, expectations, benchmarks
- Needs to have an understanding of Ethics especially around duty of care, dual roles, conflict of interest, feedback and accountability
- Responsible for the case work – looking out for the well-being of the client
- Understanding of analytic tradition of transference and counter-transference
- Supervision is greater than therapy, understanding of parallel process

- In contact with training faculty on student development
- Style of supervision can be live, case study, case control, skill focused, written analysis of sessions, work on blind spots, individual and peer based.
- Awareness of power dynamics within supervision and therapy

EXAMINER

An examiner has a single focus to test the student's competence in using process work therapy and facilitation skills within an appropriate context.

- Examiner is an important role based on knowledge and skills of being a faculty member and supervisor
- Experience in shadowing an experienced examiner in phase I and II exams
- Under mentoring process to develop the precise skills of evaluation and feedback (exams create a potential vulnerability for students – ability to provide exam challenge and also care about the student)
- not examining own students (considering multiple roles, therapist can't examine their own student)
- smaller schools can invite external examiners
- it is useful to have a check list/feedback form of skills and metaskills for all examiners involved in the exam process

ELDER/ SENIOR TEACHER – in progress

- external experienced diplomate chosen by the Faculty for mentoring and faculty supervision
- provide ongoing and regular whole faculty supervision
- experience and insight, with an ability to welcome and support all sides
- experience in establishing and leading a training program and/or being a trainer for a long time
- provide insight into ethical and potential conflict areas